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In a junior college introductory course, an instructor taught two sections in two different ways to discover any differences in achievement or attitude. Fifteen students were randomly assigned to a conventional class and 19 to a field-work class. The first learned by lecture, group discussion, individual project, visual aids, a field trip, and an oral book report. The second class met with a teacher in their discipline at one of five local colleges, made ten visits to the college, completed at least ten of 20 behavioral objectives, recorded their experiences, and helped the instructor in several ways. Both sections took pre- and post-tests on the junior college and, at the end of term, completed a questionnaire evaluating the course and an essay on their perceptions of the junior college. In a final written exam, the conventional class answered five short essay questions and the field section designed a new college to include their own ideas. Presented are comments from both classes on college in general: faculty appraisal of the student teachers: special remarks from the field class on instruction, faculty, self-image, environment, and governance. Also summarized are essay, test, and final exam results, the writer's observations, and student evaluations. The field course appeared to produce greater student involvement, less superficial learning, demonstrable competence in subject matter, and a commitment to junior college goals. It seemed generally to prove the worth of the pilot project. (HH)

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AN ANALYSIS AND COMPARISON OF CONVENTIONAL AND FIELD METHODS OF INSTRUCTION IN EDUCATION 201--THE JUNIOR COLLEGE

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AN ANALYSIS AND COMPARISON OF CONVENTIONAL AND FIELD METHODS OF INSTRUCTION IN EDUCATION 201-- THE JUNIOR COLLEGE

Two sections of an introductory course, "The Junior College," were taught by the same instructor by two different methods; one conventional, the other "field." This investigation was undertaken to determine if significant differences in achievement and attitude resulted from these varying approaches.

Students were assigned on a random basis to two sections of Education 201, the Junior College, however, in one-third of the cases changes to the randomly assigned section were not possible due to prior schedule and work conflicts that could not be resolved. Section 1 met on Monday evenings, Section 2 on Wednesday afternoons, for two hours. Fifteen students enrolled in Section 1; nineteen students in Section 2.

Section 1 was taught in the conventional manner utilizing lectures, group discussions and individual projects plus audio-visual aids. One class field trip to a community college was scheduled during the regular meeting time. Each student was required to present a project to the class and to give one oral book report to the instructor during office hours.

Section 2 was notified at the first meeting to prepare to meet with a junior college instructor in their discipline at a local community college; to make ten visits to their assigned junior college and to complete at least ten of the Behavioral Objectives from the list of twenty presented, keeping a record or log of their perceptions and experiences while participating in these activities. In addition, they were asked to serve as teacher assistants to their assigned instructor by either helping correct a test, teach a unit, research the library references or in some way assist the instructor who had agreed to accept them as a teacher assistant in the pre-student teaching experience. In order to permit sufficient time to accomplish these goals, regular scheduled class meetings were reduced by 40 per cent permitting the additional hours to be used in completing on-site junior college assignments and meeting with the State college supervising instructor at the junior college site, when deemed necessary.

An extensive three-page biographical resumé (in duplicate) was prepared by each section 2 student; one being sent to the Dean of Arts and Science or Dean of Vocational Education of the selected neighboring community college, and the second retained in the State college Junior College office file. Five colleges cooperated in the program; the sixth had indicated an interest, but the distance precluded regular visitations, spring semester.

Section 1 was designated the conventional section and Section 2 was designated the field section. Each section completed a teacher-made general knowledge pre and post-test on the junior college. Each section completed anonymous questionaires evaluating the course upon its completion which were delivered to the coordinator of the Junior College Program by the class designated student representative. Each section completed a 300-500 word essay on "When I think of the junior college, I . . ." permitting an open-ended discussion of their perceptions of the junior college upon completion of the course. In addition, each class was given a final written examination. The conventional class being asked to respond to five questions in short essay form, the field section being asked to design a new community college indicating, thereby, the values they felt most important, in viewing the comprehensive junior college.

JUNIOR COLLEGE CLASS ORGANIZATION--METHODOLOGY

CONVENTIONAL CLASS COMMENTS: "When will we have time to get together so we can find out who has the same projects?"

"This class turns me off-I don't want to work with all those people--why they don't even talk to me; it is so structured and tight. . . I know we need to know about the background and history, but it is so dull."

"Why aren't there more reference books? I came on Saturday, and couldn't find any available. . . they were all locked up in the Limited Reserve Drawer."

"I don't know about the rest of you, but I want an A out of this course and I want to review the answers to each of these 89 study questions. I don't plan to spend all my time in the library looking up each one of these when you (to the class members) each presented the subject and asked the questions and yet in a number of cases did not answer them."

FIELD CLASS COMMENTS: "I consider the format of this course one of the most refreshing and relevant (at times I hate that word, but here it is appropriate) experiences I have had in schooling."

"This (format) is particularly appropriate at the Education 201 level, if a student finds that he is obviously not suited for the atmosphere of a junior college, he is in a good position to change his program. On the other hand, if his experience has been favorable, it reinforces his efforts in suceeding terms and subjects."

"The entire experience was interesting and well worthwhile."

"Experiences limited to one area and to one professor in one classroom making it impossible to distinguish if the differences I felt were actual or indicative of these situations alone--can't generalize."

"I had been critical about this precadet program, but I now agree

it is the right way to do it."

JUNIOR COLLEGE FACULTY APPRAISALS OF STUDENT ASSISTANTS

Prior to the first contact made by the field student with the junior college instructor, a short review of the nature of the program was presented to the Deans of Instruction for approval. Later a list of student objectives was mailed to the Dean of Arts and Science or Vocational-Technical of each college since they were responsible for contacting and presenting the vitae to the department chairman who made the assignment. At that time, a complete list of the names of the nineteen students involved and their proposed respective assignments and colleges was distributed. When assignment was made, a request was mailed to each junior college instructor for an appraisal of the teacher assistant at the conclusion of the semester.

JUNIOR COLLEGE INSTRUCTORS WORKING WITH TEACHER ASSISTANTS: "If they only have ten hours I can't do anything in that time as it is too short. Ten visits provide better identification and opportunities to inform."

"Yes, I very much like the idea of introducing prospective junior college teachers to the institution in this manner. It makes much sense to me that they learn about, by actual experience before they go to their student teaching assignments."

"It seems most worthy and highly beneficial to the student--may not always be advantageous to the instructor, it depends upon quality of the assistant."

"I want qualified and dedicated inviduals to enter junior college teaching. If a student wishes to enroll in the teacher assistant program, I think he should be told of his responsibilities. Because the junior college credential does not require these experiences, only those determined to give their best effort should be encouraged to enroll in those courses."

STUDENT APPRAISAL FORM: FACULTY COMMENTS

1. Personal qualities--Comment on personal appearance, voice and speech, poise, dependability, health and vitality for teaching.

   "Very personalble,but I left his activity to him and saw little of him."

   "Appears to be slightly ill-at-ease in front of a class, but this may be due to inadequate exposure."

   "Sometimes speaks too loudly."

   "Very dependable, fulfilling all committments."

   "My limited experience caused me to question student's dependability and dedication."

2. Professional Competence--Comment on knowledge of subject matter, use of basic skills, quality of planning (if student taught the class a

unit, please indicate quality of presentation.)

"Professional competence at Master's degree level is excellent. Quality of presentation, therefore, was excellent."

"He does not have the proper background for teaching in this area."

"Very good knowledge of the subject matter and use of basic skills. . . planning and presentation of material needs improvement."

"Very thorough and competent. Plans well and expresses clearly. Student comments were favorable to the lectures given."

"Well prepared and well versed in his field. Gave good demonstration of student technique."

3. Human Relations--Comment on attitudes, ability to work harmoniously with others, ability to accept criticism.

"Very eager to learn how to maximize the teaching efficacy. Open to criticism."

"Very free and easy with people, instilling feelings of confidence in the minds of students."

4. Understandings of the Community College--Comment on the level of competence as observed in completing assigned objectives.

"Attended a number of faculty and faculty-administration meetings, explored our counseling services, interested in mechanics of my job. . . how I ordered supplies and equipment, how the laboratories were equipped."

5. Will you continue to support this program? Any other comments?

All responding indicated, "Yes."

"After participating once, I will know better how to cooperate next time."

"Please feel free to send any potential candidates to our department. It is also good therapy for us:"

"I am willing to give both time and effort to this program."

OBSERVATIONS MADE BY STUDENTS IN FIELD GROUP

Students' comments made in the logs or in classroom discussion proved to afford one of the most interesting insights into the thinking processes of the students.

Through the students observations of instruction, a very definite "style of teaching appears which surprises and confounds them and leads them to question what hitherto they had accepted as college "level" teaching.

ON INSTRUCTION: "Have become convinced that the instruction here (Junior college) is equal to or better than any I have received at San Diego State in comparable classes. There is an easy, relaxed, rapport between students and instructors. Believe they take more interest in students here for a number of reasons."

"The instructors' enthusiasm for his subject is catching and affects all students."

"I was surprised at the level of sophistication and in the intensity of academic activity in general."

"I was impressed by the instructor's genuine concern with the p progress of their students. They were trying to improve the quality of their teaching, they took time out to explain and try to make students understand. They were concerned if students were not getting the necessary skills."

"There is no question in my mind but that instruction at the junior college is fully as good as that at four-year institutions (and I have attended five of them) and that if a student has problems within a particular area he receives more individual attention."

"The overall level of the class discussion was very elementary at least in terms of the same classes at the junior college and University of California, Berkeley. The overall conceptual level on which the topic was handled proved to be very low. Teacher had to present concepts in an extremely simple manner, however, in contrast, there was a high level of classroom interaction. Though instruction was lacking, there was a high degree of student involvement and participation. In fact, the teacher's delivery was not of an explicit lecture format. Statements of an interogative nature were made requiring a direct response from the class. In this manner, the teacher stimulated conversation and seemed to readily involve the students in discussion. I began to realize after a while that there might be a <u>method of instructing junior college introductory courses that differs from the traditional lecture presentation.</u> The teachers' facility at using the method also resulted in periodically summarizing the presentation to the point and bringing the discussion into line. The method revolves around the presentation of a specific point which is further clarified. In doing so, the classes' attention is obtained by addressing the clarification to it and in the process demanded that it help. That latter is achieved by putting into an interogative format and then waiting for hands in the class to raise. Class members are then called on to answer the question involved in the

clarification under discussion. This procedure actually amounts to a conversation with the class, in which the teacher reverses the role as teacher by asking, rather than by answering questions pertinent to the explanation being rendered. It works well both in class involvement and it evokes making the classroom into a much friendlier and much less condescending place. The teacher also with ability to achieve this type of classroom rapport results from ebullient and outgoing personality. In going to great lengths to find topical examples to express the concepts, the teacher was trying to get across, often led the students to digress from the subject under consideration--becoming involved to a degree which detracted from an acceptable presentation of course concepts."

"It appears that they will cover only ten or eleven of the eighteen chapters in the text that is used in the same course at State. How will these students compete with others when they get to State? Students who require so much repetition in class are not going to make it in a field, the introductory course leads into."

"Students should stop being spoon-fed at some point in their education and if a junior college is equivalent of the first two years of higher education--then I think the place to start is here."

"The instructor in answering students questions--he questioned them until in most cases they answered their own questions."

"All of the students do not have the same background. In order for them to cope with this problem the Department can either make requirements of a class more lax, forfeiting a higher degree of academic instruction or make requirements that may cost the student extra time to meet."

"Junior college should offer more generally orientated introductory courses covering entire academic area, i. e., introduction to social science for non-majors."

ON SELF IN THE INSTITUTION: "It is decidedly impossible to briefly summarize my experiences at the junior college this semester. I learned about the strange and initially awesome sensations one experiences before the class, "up-front." I also have gained a subjective sense of the college as well as knowledge about the workings and structure of the school. This sense, perhaps, offers little else than an allurement-enticement and appeal."

"I suddenly realized that one of the reasons why my understanding of the problems of the junior college systems is going so slowly is primarily because my information fund concerning community colleges is so low that I don't know the correct questions to ask the answers I need."

"The most important aspect of the assignment to me was my experience before a class. This was my first experience with student teaching and I found it both enjoyable and rewarding. Even though I attended

a junior college and was a student body president and was involved more than most in student government, I did get some new insights by returning in the quasi-faculty situation."

"The differences in faculty academic and practical training continue to surprise me when comparing junior college to other college level institutions. Why, the faculty senate president from the industrial arts area does not even have an A. B. degree"

"I felt that I did not have control of the class--now thinking--so what? Why do I want control? How shall I see my role and position in the classroom?"

"Far too many professors are on ego trips when it comes to being flexible enough to listen to their students. Something must happen in the classroom beyond presentation of data, statistics and findings. Interaction is a two-way process. The class was moved to the lawn. . . more attentive and greater involvement."

ON INFORMAL ENVIRONMENT: "I found the experience in the teachers' coffee lounge fully as helpful in getting the flavor of the school as the classroom."

"The co-curricular program engages the students in an activity that stretches their horizons of knowledge and thought."

"If student gets sick here, he had better do so on his own time."

"By 2:30 the offices looked deserted--by 5 p.m., the campus was completely deserted. It was as if it were in the middle of the night. . . rooms and offices were locked."

"My final visit was concluded--and a good thing as it was becoming harder and harder to obtain parking passes."

"Counseling function of junior college instructor is not a separated role performance, but rather is an important part of what could best be viewed as the overall role of the teacher at this level of education. The style manifests itself by the idea of counseling through the emphasis on involving the student in the learning process."

"Necessary for the teacher to take an active interest in each of his students beyond that of academic process. 'We try not to label any of they students as either smart or remedials since this involves a subjective pre-judgment of the students' ability.'"

"I stopped by to see the department head but each time he was with a student. Interestingly their talk was very casual and he gave every indication of being glad to meet with any student for as long and as often as the student wished. I have noticed this same attitude in other departments which is in contrast to the rumor that junior college teachers do not have time or the inclination to meet with students."

"Limiting students' freedom in the selection of courses at the junior college has the tendency to create student interests that might never have been tapped had the selection been left to them. Over liberalization of General Education could detract from preparation for advanced training. Certain amount of structure at junior college level student is looking for to assist him in programming."

"A greater dispersion of testing grades that I have observed at State. . . more of a tendency to be several high marks, fewer toward the middle and more towards the border-line grades. The test appeared to be about the same difficulty as that I have taken at State."

"I had to prepare an item analysis on 120 questions which meant I had to read a statistic book to complete the assignment."

"I wrote a computer program to correct and statistically analyze multiple choice examinations as my Teacher Assistant assignment."

ON FACULTY: "There is faculty anomie because of the teaching load, the repetitious nature of such a load, the lack of finances for research and travel, the physical lay-out so you come and go and not talk to anyone, and academic divisions of the discipline which makes you become a generalist. . . not a specialist and so losing much of the original effectiveness in the specialty area."

"The faculty senate was unable to get a quorum so they could not move or act."

"If teachers wanted to behave as they saw fit--they would be left up to their own devices as often as they needed to be. They were in many instances used to approaching their job in an authoritarian manner and thus were extremely ineffective. After a time, a normal adjustment to a college level environment would take over, thus contributing to the live and let live policy existing in most junior colleges. Enormous changes in faculty and counselors coming from high school erased my most vehement fears about social controls over the junior college environment for teaching."

GOVERANCE: "I was astonished at the degree to which the board members, as trustees of the college were removed from student life and problems. It was a revelation that I was treated to a bird's eye view of the actual gap that currently exists between the educational power structure and those who are in opposition to its practices and policy. It seems the administration had to sell the Board, rather than the Board coming to them in some sort of consensual unity over the importance of the matter for educational progress. There is something wrong if the individuals who control the college don't fully understand the nature of educational reform and must be dealt with as the Masters of the State to whom legitimate grievances are made with bated breath."

SUMMARY OF CONTENT ANALYSIS

Three judges (junior college instructors; two were psychology teachers

and one was an English teacher) were selected to rate the essays written on, "When I think of a community college, I . . . . . The four ratings were made as follows: General Loading--overall quality of content (cognitive and affective); Affect Loading--feeling tone; Institution in Society--role, interpretation, place of junior college in our culture and society; Self in institution--role, place perceptions of self (either as instructor or student0 in the junior college. Names were radomized in order to prevent any identification as conventional or field section. Each instructor was mailed a complete set of the essays and completed the assessment individually. No significant difference between conventional and field was found. "General Loading" Chi Square .0628; "Affect Loading": .8168. It was not possible to distinguish significant differences in the institution in "society" of of "self" in the institution. The smallness of the sample was possibly a casual factor as well as the explicit task analysis did not serve to, clearly differentiating conventional and field sections.

SUMMARY OF PRE-TEST AND POST-TEST

The field section demonstrated an average of 4.5 higher scores on the post-test.

	PRE-TEST ERRORS	POST-TEST ERRORS	DIFFERENCE
CONVENTIONAL SECTION	17.5	11.2	6.3
FIELD SECTION	18.5	7.32	10.8

SUMMARY OF DROPS AND WITHDRAWALS

CONVENTIONAL SECTION	5	33 1/3
FIELD SECTION	0	None

SUMMARY OF FINAL EXAMINATION

Comparing a rather structured examination asking for specifics with a free form type requiring creative synthesis of the semester experiences cannot be statistically correlated. Nevertheless, it was noted that while the control group performed well on the essay questions, the answers were the type found in the text or readings--somewhat pedantic and rather rote in nature. On the other hand, the responses to planning a new community college while heavy on the instructional component, since the experimental group had spent most of their time and concern in the instructional area were distinctly individualistic and demonstrated in many cases a rather high level of synthesis and conceptual analysis. The subjective nature of this evaluation may be influenced by the evaluator's bias since it the examinations were reversed, the exact opposite possibly could have occurred.

INSTRUCTOR SUMMARY OF CLASS CLIMATE

The conventional group generally appeared to be more distant and satisfied to complete the assigned tasks without evidence of real individual committment. While regular evening office hours were maintained by the instructor, little assistance was sought on projects under preparation and the oral book reports--which were designed to serve as an opportunity for a one-to-one encounter seemed to be punctiously performed--an assignment to be completed. Some members of the class exhibited aggression

against the instructor by attacking the library assignments, the use of the study questions and the junior college as an institution. (See preliminary statements.)

The field group appeared to share their teacher assistant experiences with one another both as part of the classroom work and in conversations before class or with one another out at the colleges. In class there was a great deal more laughter and a relaxed atmosphere seemed to prevail--even when two of the class members voiced very real concerns about junior colleges offering a second-rate level of instruction that they felt was occuring because of faculty having to teach to such a wide intellectual spread. The logs prepared by each student gave a very real insight into the thinking of the student and the breadth of his perceptions in accomplishing the course objectives while at the junior college. The subjective nature of this observation again may be influenced by the evaluator's bias as no objective measurements of "classroom climate" were utilized.

STUDENTS EVALUATION OF THE COURSE

After all grades were turned in, the Coordinator presented the two packets of evluative comments to the instructor. Generally, the tone of the comments were more favorable to the course content, the field experiences and the instructor from the field section than from the conventional section. In fact, the majority of the conventional section rated the class in a three (average) category in comparison with other graduate courses taken. In the field section, the majority rated the class in the above average category in comparison with other graduate courses taken.

Unfortunately, the elimination of instructor bias was most difficult since as the semester progressed the comparison of the two groups in attitudes, eagerness to learn, committment to the philosophy of the junior college became more and more disparate. While overt behavior certainly was carefully monitored, undoubtedly covert "signals" were picked up by the conventional class-indicating a feeling, perhaps, of "lesser than." At no time was the pilot project discussed with class members, consequently neither conventional or field groups were aware of the significance of the difference in methodology. Busy graduate students often are on campus for brief periods and particularly those attending in the evening often do not have time to visit around and compare notes. None inquired about the difference in approach of the two sections which led the instructor to believe that the conventional group accepted what was being presented without comparisons.

CONCLUSIONS

As a result of the evaluative criteria devised using both objective and subjective methods, it is apparent that students want to be involved in a real life situation as part of their learning processes. Instructors at the community colleges also feel that it makes sense to learn about by actual experience before students enroll in their student teaching assignments. Lastly, the instructor teaching the introductory course to the junior college has observed a less superficial type of learning occuring in students assigned to work directly with junior college instructors in their respective disciplines. Finally, the employing institution wants to hire junior college instructors who not only are outstanding in their subject

matter competence, but who also demonstrate a committment to the goals of the comprehensive community college.

The pilot project has demonstrated that in the field section, fewer students withdraw, fewer errors were made in post-tests and attitudinal observations and changes appear to be greater than in the conventional section. In the conventional section more evidences of aggression against class members and the instructor, including 1/3 who withdrew completely, appeared to be evident; however, no significant difference appeared in the essay content analysis survey.

Consequently, while the data is not all inclusive, it is hoped that the pilot project has demonstrated the worth of the field experience. The project has only been possible through the cooperation of the faculty and administrators of the community colleges of San Diego county and it is in appreciation of their efforts that this plan for preparing well-trained junior college instructors has developed. As long as the enrollment in the two sections of Education 201, "The Junior College," can be maintained at a level commensurate with the availability of faculty assignments for 30 or 35 students each semester, the field methods of direct involvement plus lecture-discussion sessions provides in the students'eyes, an "above average" method in introducing graduate students,who may be prospective instructors,to the junior college.

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